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ABSTRACT

Part of the limitation of educational radio stations rests in the lack of adequate funding, although college and university noncommercial radio stations annually seek funding on campuses throughout the United States. Extending the results of a national survey concerning factors which influence the funding of college and university radio stations as perceived by station directors, the study's implications for the purposes of radio stations were examined. Does a correlation exist between radio station directors' perceptions of radio station purposes and their perceptions of the college/university's purpose for the radio station? Findings highlight the correlation between purposes of radio stations with alike station directors' perceptions of the college/university's purpose for their station. Although station directors' perceptions differed, the following nine factors were significant--the station: (1) is an integral part of an academic program; (2) serves as a public relations tool for the school; (3) serves the community; (4) is an alternative to commercial radio; (5) is a student training facility; (6) is an NPR affiliate; (7) is a student service; (8) is viewed by the school as an important entity; and (9) generates considerable support/underwriting. The selected factors which influence funding included the purposes because the purposes could have been the reason for funding. Except for one difference, the station directors' perceptions of the college/university's purpose for the radio stations mirrored the purposes of the stations as significant predictors of selected factors which affect the funding of such noncommercial stations. (Contains 5 tables, 2 figures, and 11 references.) (NKA)

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ED 410 625

Factors Which Influence the Funding of College and University Noncommercial Radio Stations: Purposes as Predictors

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Running head: PURPOSES AS PREDICTORS

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FACTORS WHICH INFLUENCE THE FUNDING OF COLLEGE AND UNIVERSITY NONCOMMERCIAL RADIO STATIONS: PURPOSES AS PREDICTORS

The growth of noncommercial educational FM radio, generally the staple of college and university radio stations, can be attributed to the Federal Communications Commission's allocation on June 27, 1945 of 20 FM channels set aside exclusively for noncommercial use (channels 201 to 220 between 88 and 92 megaHertz). The number of noncommercial educational FM licenses increased from 38 in June 1947 (Avery & Pepper, 1979, p. 22), to more than 1000 college, university, and school-owned radio stations in 1992 (Broadcasting & Cable Market Place, 1992, pp. A-431-A-432). Overall, the number of public, noncommercial, radio stations increased from 396 in 1969 to 1,076 in 1980 ("Public Broadcasting," 1981, p. 79). The rapid increase in the number of noncommercial educational FM radio stations is attributable to the recognition by colleges and universities of their potential as academic training facilities, community service outlets, and, most importantly, public relation arms for the colleges and universities.

In 1979, Lucoff lamented that, while university administrators generally have little or no broadcasting experience, they most often possess "control over funding"

of campus radio stations (p. 26). In contrast, however, the National Association of Educational Broadcasters reported that 75% of the college and university educational radio stations responding to their 1967 study had only monthly or less frequent contact with the college or university as the licensee in the operation of the station (p. I-14). It is thus "hardly surprising to find a direct connection between budget size and the quality and extent of station programming" (p. I-8).

With this intent, the authors of many research studies and numerous articles have examined the funding of college and university radio stations. Spawning this ongoing research is a general attitude which is characterized by the following statement made in 1973: "In situations where the top decision makers and budget formulators did not, for whatever reasons, understand what radio might do to further the goals of their institutions, budgets were consistently low" (Robertson & Yokom, 1973, p. 111). As recently as 1992, Thompsen reported that "the student-operated radio station is a valuable resource for broadcast education, but in many cases, it has yet to reach its full potential for preparing students to become professionals" (p. 15). Part of the limitation of educational radio stations rests in the lack of adequate funding. Yet, college and university

noncommercial radio stations annually seek funding on campuses throughout the United States.

The overall purpose of this study concerned the factors which influence the funding of college and university noncommercial radio stations as perceived by station directors. While previous studies concerning funding have traditionally centered around actual dollar amounts, this study investigated the variables of station management positions, station types, station power, and station purposes among radio station directors as possible significant predictors of selected factors which influence the funding of college and university noncommercial radio stations. Specifically, the purposes of the study were to determine if selected factors which influence the funding of college and university noncommercial radio stations, as perceived by station directors, differ according to (a) station management positions; (b) station types; (c) power of broadcast stations; (d) their perceptions of radio station purposes; and (e) their perceptions of the college or university's purpose for the radio station. Also, the study set out to determine whether a correlation exists between radio station directors' perceptions of radio station purposes and their perceptions of the college or university's purpose for the radio station.

A pilot-tested mailed collection questionnaire[1] composed of multiple choice items and a 9-point horizontal, numerical (Likert-type) scale was employed. A population of 1,192 noncommercial college and university radio stations (N = 1192) was derived from a current presorted mail list database from the National Association of College Broadcasters. A total of 298 usable questionnaires (n = 298) were obtained from a simple random sample of 415 college and university noncommercial radio station directors surveyed for an overall response rate of 71.80%.

Within each of the variables, the selected factors were addressed utilizing the population means. These mean results by variables serve as significant predictors of selected factors which affect the funding of college and university noncommercial radio stations. For discussion purposes, overall mean results are presented in Figure 1. These means correspond with the following selected factors which influence the funding of college and university noncommercial radio stations:

a. integral part of an academic program
b. public relations tool for the school
c. serves the community
d. alternative to commercial radio
e. student training facility
f. NPR affiliate
g. serves the alumni
h. student service
i. viewed by the school as an important entity
j. highly respected on campus
k. generates considerable support/underwriting

The mean results by station management position, station type, station power, and station purposes as perceived by station directors were presented in each of the analysis-by-analysis inspections by the various groupings. The mean results indicate that variables (station management positions, station types, station power, and station purposes) are predictors of selected factors which influence the funding of college and university noncommercial radio stations as perceived by station directors. Therefore, within each grouping of the variables, selected factors which influence the funding of college and university noncommercial radio stations, as perceived by station directors can be predicted.

The variables of station management position, station type, station power, and station purposes each provided a statistically significant difference within each grouping in regards to selected factors which influence the funding of college and university noncommercial radio stations, as perceived by station directors. These findings were provided by employing a one-way ANOVA utilizing a Scheffé Multiple Comparison. This paper specifically addresses the variables of station purposes among radio station directors as predictors of the selected factors which influence the funding of college and university noncommercial radio stations.

Findings

This paper addresses the variables of station purposes among radio station directors as predictors of the selected factors cited earlier which influence the funding of college and university noncommercial radio stations. Specifically, perceived purposes of radio stations and perceptions of the college or university's purpose for the radio station by station directors are cited. The findings contained highlight the purposes of radio stations as significant predictors of selected factors and significant differences within the purposes as they relate to the selected factors. Finally, a correlation is provided between purposes of radio stations with alike station directors' perceptions of the college or university's purpose for their station.

Purposes of Radio Stations

The purposes of radio stations were determined by asking respondents to select the one most important purpose of the radio station they managed (what they believed was its most important purpose): a student training ground for career enhancement, to serve the public interest, a public relations tool for the college or university, part of an academic program, or an alternative to commercial radio. Because the respondents were instructed to indicate one purpose, the responses of directors who indicated more than one purpose were not included in the results related to this

question. As a result, 12 responses to this question were eliminated.

The selected factors which influence the funding of college and university noncommercial radio stations included the purposes for radio stations because the purposes could have been the reason for funding. Findings related to the purposes of radio stations as perceived by station directors are presented in Table 1.

Insert Table 1 about here

The following mean results based on the purposes of the radio stations serve as significant predictors of selected factors which affect the funding of college and university noncommercial radio stations. Within each of the selected factors, purposes of radio station means which are well above the population mean are highlighted (a 9-point horizontal, numerical Likert-type scale was employed):

1. It is an integral part of an academic program.
   Population mean: 4.8846
   Student training: 6.6701
   Academic program: 8.5263

2. It serves as a public relations tool for the school.
   Population mean: 5.3462
   Public relations: 7.4545

3. It serves the community.
   Population mean: 6.2867
   Public interest: 7.3864

4. It is an alternative to commercial radio.
   Population mean: 5.0594
   Alternative: 6.9577

5. It is a student training facility.
   Population mean: 6.5524
   Student training: 8.3505
   Academic program: 7.8421

6. It is an NPR affiliate.
   Population mean: 2.4301
   Public interest: 4.2045

7. It serves the alumni.
   Population mean: 2.2797
   No case was well above the population mean.

8. It is a student service.
   Population mean: 5.2867
   Student training: 6.1649
   Alternative: 6.6338

9. It is viewed by the school as an important entity.
   Population mean: 5.7168
   Public interest: 6.3636

10. It is highly respected on campus.
    Population mean: 5.6434
    Public interest: 6.2727

11. It generates considerable support/underwriting.
    Population mean: 4.4947
    Public interest: 5.7500
    Public relations: 5.0000

Nine of the 11 selected factors perceived by station directors as influencing the funding of college and university noncommercial radio stations were determined to be significantly different based on the purposes of the radio stations. The following nine factors were

significant: (a) it is an integral part of an academic program, (b) it serves as a public relations tool for the school, (c) it serves the community, (d) it is an alternative to commercial radio, (e) it is a student training facility, (f) it is an NPR affiliate, (g) it is a student service, (h) it is viewed by the school as an important entity, and (i) it generates considerable support/ underwriting.

For discussion purposes, the pairs of means containing some of the largest number of significant differences for the various groups for the nine respective factors are shown in Table 2. As shown in Table 2, the perceptions of station directors whose stations' purpose was to be an alternative to commercial radio differed from those of station directors whose stations' purpose was to serve the public interest regarding the effect of the radio station as a student training facility on the funding process of their radio stations. Data in Table 2 also reveal that the perceptions

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Insert Table 2 about here

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of station directors whose stations' purpose was to be a part of the academic program differed from those of station directors whose stations' purposes were to be a public relations tool for the college or university and to serve

the public interest regarding the effect of the radio station as a student training facility on the funding process of their radio stations. The data also indicate that the perceptions of station directors whose stations' purpose were to be a student training ground for career enhancement differed from those of station directors whose stations' purposes were to be a public relations tool for the college or university, to serve the public interest, and an alternative to commercial radio regarding the effect of the radio station as a student training facility on the funding process of their radio stations.

Station Directors' Perceptions of Radio Stations

The station directors' perceptions of the college or university's purpose for radio stations were determined by asking respondents to select one of the following choices as the college or university's most important reason for having the radio station they manage (what they perceived as the college or university's purpose for funding the station): a student training ground for career enhancement, to serve the public interest, a public relations tool for the college or university, part of an academic program, or an alternative to commercial radio. Because the respondents were instructed to indicate only one purpose, the responses of station directors who indicated more than one purpose were not included in the results related to this question. As a

result, seven responses were not usable. Eight additional responses were not usable because the question was left blank or responses other than the choices were given as answers. Again, it should be noted that the selected factors which influence the funding of college and university noncommercial radio stations included the purposes for radio stations because the purposes could have been the reason for funding. Findings related to station directors' perceptions of the college or university's purpose for their radio stations are presented in Table 3.

Insert Table 3 about here

The following mean results based on station directors' perceptions of the college or university's purpose for their radio station serve as significant predictors of selected factors which affect the funding of college and university noncommercial radio stations. Within each of the selected factors, means for the station directors' perceptions of the college or university's purpose for the radio station which are well above the population mean are highlighted (on a 9-point scale):

1. It is an integral part of an academic program.
   Population mean: 4.9117
   Student training: 5.6442
   Academic program: 8.1333

2. It serves as a public relations tool for the school.
   Population mean: 5.3569
   Public relations: 6.8154

3. It serves the community.
   Population mean: 6.2686
   Public interest: 7.8545
   Alternative: 7.2857

4. It is an alternative to commercial radio.
   Population mean: 5.0636
   Alternative: 8.0000

5. It is a student training facility.
   Population mean: 6.6184
   Student training: 7.8846
   Academic program: 7.7556

6. It is an NPR affiliate.
   Population mean: 2.4382
   Public interest: 4.3091

7. It serves the alumni.
   Population mean: 2.3039
   No case was well above the population mean.

8. It is a student service.
   Population mean: 5.3322
   Student training: 6.3173
   Alternative: 6.6429

9. It is viewed by the school as an important entity.
   Population mean: 5.8092
   Public interest: 7.0000

10. It is highly respected on campus.
    Population mean: 5.6784
    Public interest: 6.4909

11. It generates considerable support/underwriting.
    Population mean: 4.4539
    Public interest: 5.4364
    Public relations: 5.0000

Ten of the 11 selected factors which station directors perceived as influencing the funding of college and

university noncommercial radio stations were determined to be significantly different based on the perceptions of the college or university's purpose for the radio station. These 10 factors were: (a) it is an integral part of an academic program, (b) it serves as a public relations tool for the school, (c) it serves the community, (d) it is an alternative to commercial radio, (e) it is a student training facility, (f) it is an NPR affiliate, (g) it is a student service, (h) it is viewed by the school as an important entity, (i) it is highly respected on campus, and (j) it generates considerable support/underwriting.

For discussion purposes, the pairs of means containing the largest number of significant differences for the various groups for the 10 respective factors are shown in Table 4. As shown in Table 4, the station directors who perceived the college or university's purposes for their radio stations to be a student training ground for career enhancement and part of an academic program differed from station directors who perceived their college or university's purposes for their radio stations to be an alternative to commercial radio, to serve the public interest, and a public relations tool for the college or university regarding the effect of the radio station being an integral part of the academic program on the funding process of their radio stations. Examination of Table 4

also shows that the station directors who perceived the college or university's purpose for their radio station to

Insert Table 4 about here

be part of the academic program also differed from station directors who perceived the college or university's purpose for their radio station to be a student training ground for career enhancement regarding the effect of the radio station being an integral part of the academic program on the funding process of their radio station.

Correlation of Station Purposes and Station Director's Perceptions of Radio Stations

This study was also designed to determine whether a statistically significant correlation exists between radio station directors' perceptions of their station's purpose and their perceptions of the college or university's purpose for their station. Choices for the station directors' perceptions of the purpose for the stations and their perceptions of the college or university's purpose for the stations included: a student training ground for career enhancement, to serve the public interest, a public relations tool for the college or university, part of the academic program, or an alternative to commercial radio. The findings of the chi-square test, presented in Table 5,

include the "observed frequencies, the expected frequencies, and the residuals (the differences between the observed and expected frequencies), as well as the chi-square statistic" (Norusis, 1990, p. 258). A high residual number indicates that more respondents than expected found the correlated variables significant. A negative residual number indicates that fewer respondents than expected found the correlated variables significant.

Examination of the chi-square test data presented in Table 5 shows that all of the purposes of radio stations correlated with similar perceptions of radio stations by station directors. The following observations were noted:

1. More than expected of the station directors who perceived the college or university's purpose for their station as a student training ground for career enhancement viewed the purpose of their station as a student training ground for career enhancement.

2. Fewer than expected of the station directors who perceived the college or university's purpose for their station to serve the public interest viewed the purpose of their station as a student training ground for career enhancement.

3. Fewer than expected of the station directors who perceived the college or university's purpose for their station as either a student training ground for career

enhancement or part of an academic program viewed the purpose of their station to be serving the public interest.

Insert Table 5 about here

4. More than expected of the station directors who perceived the college or university's purpose for their radio station to serve the public interest viewed the purpose of their station to be serving the public interest.

5. More than expected of the station directors who perceived the college or university's purpose for their station as part of an academic program viewed the purpose of their station as part of an academic program.

Discussion

Station directors whose perception of the station purpose was a student training ground for career enhancement ranked an integral part of the academic program, a student training facility, and a student service as factors that significantly affect the funding of college and university noncommercial radio stations. Station directors' perceptions of the purpose of the station as serving the public interest indicated serving the community, NPR affiliation, being viewed by the school as an important entity, being highly respected on campus, and generating

considerable support/underwriting as factors significantly affecting the funding of college and university noncommercial radio stations. Station directors' perceptions of the purpose of stations as a part of an academic program indicated being an integral part of the academic program and student training facility as factors significantly affecting the funding of college and university noncommercial radio stations. Finally, station directors' perceptions of the purpose of radio stations as an alternative to commercial radio indicated that being an alternative to commercial radio and a student service significantly affect the funding of college and university noncommercial radio stations. The purpose of serving the alumni, as a significant predictor of selected factors which affect the funding of college and university noncommercial radio stations, as perceived by station directors, was not significant.

Nine of the 11 selected factors which station directors perceived as influencing the funding of college and university noncommercial radio stations were determined to be significantly different among station directors based on the purposes of the radio stations. Within this grouping, the purposes as a student training ground for career enhancement and to serve the public interest appeared more frequently than did the other purposes when considering

significant differences among the purposes and selected factors which influence the funding of college and university noncommercial radio stations as perceived by station directors. An examination of the analysis reveals a considerable mixture of purposes when considering all of the nine selected factors which were cited.

Except for one difference, the station directors' perceptions of the college or university's purpose for the radio stations mirrored the purposes of the radio stations as significant predictors of selected factors which affect the funding of college and university noncommercial radio stations. The only difference from the purposes of the radio stations was that the station directors' perceptions of the college or university's purpose for the radio stations listed as an alternative to commercial radio also found the factor of serving the community as significant in affecting the funding of college and university noncommercial radio stations. It should also be noted that, again, the factor of serving the alumni was not significant when addressing the station directors' perceptions of the college or university's purpose for radio stations.

The most numerous of any of the groupings, 10 of the 11 selected factors which station directors perceived as influencing the funding of college and university noncommercial radio stations were determined to be

significantly different among station directors based on the perceptions of the college or university's purpose for their radio station. Again, as with purposes of the radio stations, an examination of the analysis reveals a considerable mixture of station directors' perceptions concerning the college or university's purpose for their radio station when considering all of the 10 selected factors which were cited. Of note, the station directors' perceptions that the purpose of the radio station was to serve the public interest were contained within all of the differences highlighted previously, except for their perceptions that the station is an alternative to commercial radio. This finding indicates that there is no significant difference between serving the public interest and providing an alternative to commercial radio within the station directors' perceptions of the college or university's purpose for their radio station.

While this discussion centers around the variables of station purposes, it interesting to note that only one of the selected factors which influence the funding of college and university noncommercial radio stations, as perceived by station directors, was not significantly different within all of the variable groupings of station management position, station type, station power, or station purposes. This factor was serving the alumni. The mean results for

"it serves the alumni" also show that this factor is consistently low. This finding indicates that "serving the alumni" is not considered an important factor in affecting the funding process of the stations. Therefore, "serving the alumni" was not significantly different among the individual groupings.

Overall, when looking at the remaining selected factors which station directors perceived as influencing the funding of college and university noncommercial radio stations, student service was cited most often as significantly different among all of the variable groupings of station management positions, station types, station power, and station purposes. Following student service, was integral part of an academic program, student training facility, NPR affiliation, and generates considerable support/underwriting when considering the number of times a selected factor was found significantly different among all of the variable groupings.

Finally, for comparison and discussion purposes, overall findings related to the purposes of radio stations and perceptions of the college or university's purpose for their radio stations as perceived by station directors are presented in Figure 2. This comparison outlines the overall differences in purposes and perceptions.

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Footnotes

[1]A copy of the instrument is available from the author.

Table 1

Purposes of Radio Stations of Respondents

Purposes	Frequency	Percent	Valid Percent	Cumulative Percent
Student Training	97	32.6	33.9	33.9
Public Interest	88	29.5	30.8	64.7
Public Relations	11	3.7	3.8	68.5
Academic Program	19	6.4	6.6	75.2
Alternative	71	23.8	24.8	100.0
Missing	12	4.0		
Total	298	100.0	100.0	

Table 2

Scheffé Multiple Comparison of Purposes of Radio Stations by Student Training Facility as a Factor Affecting the Funding Process

Mean	Group	3	2	5	4	1
4.4545	3					
4.8068	2					
6.2394	5		*			
7.8421	4	*	*			
8.3505	1	*	*	*		

* Pairs of groups significant at the .05 level.

(CV = 4.39).

Note. Group 1 = a student training ground for career enhancement, Group 2 = to serve the public interest, Group 3 = a public relations tool for the college or university, Group 4 = part of an academic program, Group 5 = an alternative to commercial radio.

Table 3

Respondents' Perceptions of Radio Stations

Purposes	Frequency	Percent	Valid Percent	Cumulative Percent
Student Training	104	34.9	36.7	36.7
Public Interest	55	18.5	19.4	56.2
Public Relations	65	21.8	23.0	79.2
Academic Program	45	15.1	15.9	95.1
Alternative	14	4.7	4.9	100.0
Missing	15	5.0		
Total	298	100.0	100.0	

Table 4

Scheffé Multiple Comparison of Station Directors' Perceptions of Radio Stations by Academic Program as a Factor Affecting the Funding Process

Mean	Group	5	2	3	1	4
2.5714	5					
2.9273	2					
3.6923	3					
5.6442	1	*	*	*		
8.1333	4	*	*	*	*	

* Pairs of groups significant at the .05 level.

(CV = 4.39).

Note. Group 1 = a student training ground for career enhancement, Group 2 = to serve the public interest, Group 3 = a public relations tool for the college or university, Group 4 = part of an academic program, Group 5 = an alternative to commercial radio.

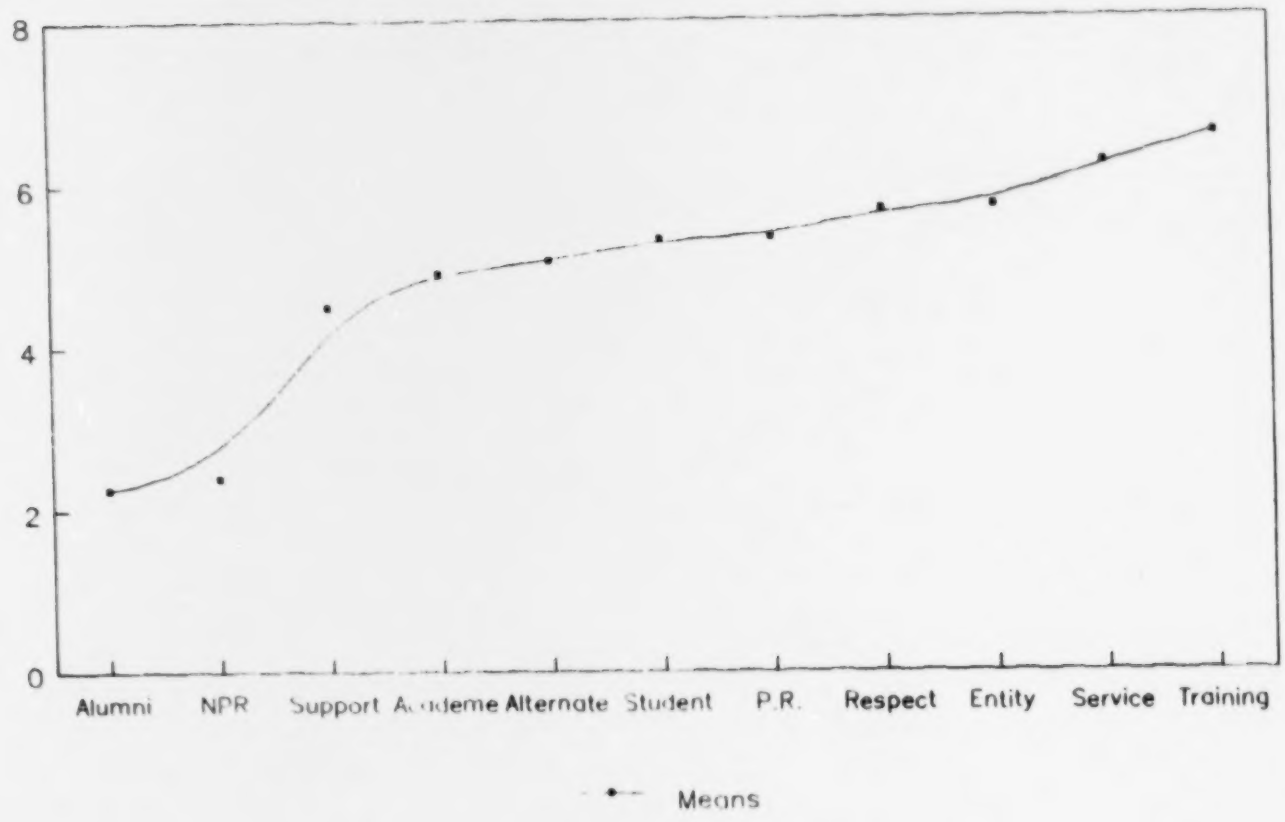
Table 5

Chi-Square Test for Purposes of Radio Stations and Perceptions of Radio Stations by Station Directors

Count / Expected / Residual	Group	1	2	3	4	5	Row Total
Student Training	1	60 33.8 26.2	3 18.6 -15.6	13 21.3 -8.3	16 14.5 1.5	1 4.7 -3.7	93 33.8%
Public Interest	2	17 30.9 -13.9	43 17.0 26.0	20 19.5 .5	3 13.3 -10.3	2 4.3 -2.3	85 30.9%
Public Relations	3	3 3.6 -.6	0 2.0 -2.0	7 2.3 4.7	0 1.6 -1.6	0 .5 -.5	10 3.6%
Academic Program	4	0 6.9 -6.9	0 3.8 -3.8	1 4.4 -3.4	18 3.0 15.0	0 1.0 -1.0	19 6.9%
Alternative	5	20 24.7 -4.7	9 13.6 -4.6	22 15.6 6.4	6 10.6 -4.6	11 3.5 7.5	68 24.7%
Column Total		100 36.4%	55 20.0%	63 22.9%	43 15.6%	14 5.1%	275 100.0%

Note. Group 1 = a student training ground for career enhancement, Group 2 = to serve the public interest, Group 3 = a public relations tool for the college or university, Group 4 = part of an academic program, Group 5 = an alternative to commercial radio.

Figure 1
Funding Importance by Factors



n = 298

Figure 1

Purposes and Perceptions

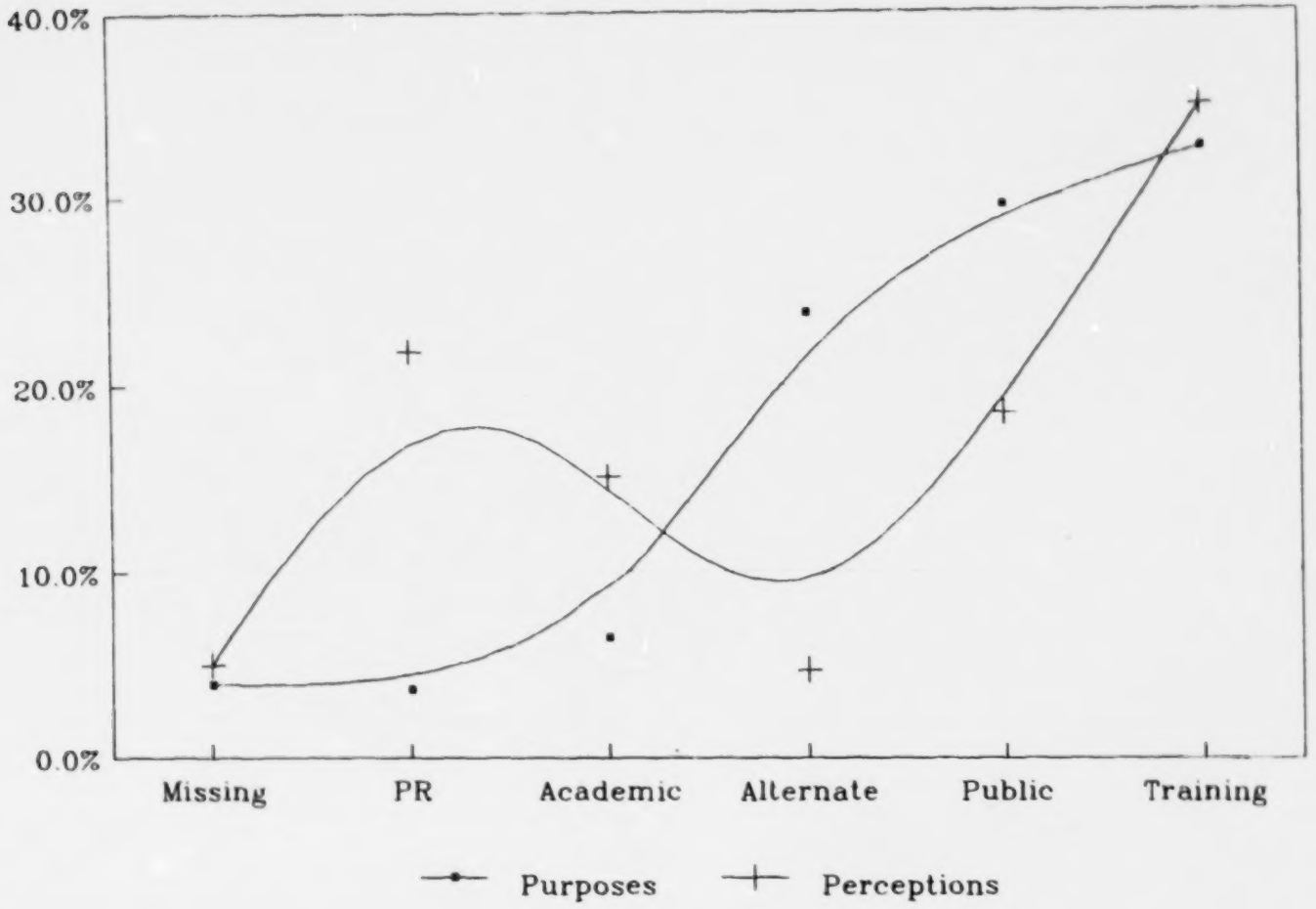


Figure 2